Exchange of good practices in OSH
Healthy Workplaces Campaign Partner event
Brussels, 13-14 June 2022
Strategies for overcoming barriers between OSH and education

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- collaborative work with Dr. h.c. Heinz Hundeloh
13 June 2022, Brussels
Overview

1. Professional standards in OSH
2. Educational standards
3. Standards challenges
4. Standards and quality of education
5. Standard for implementing physical activity in schools
6. Successful approaches to implement physical activities in schools
1. The journey of professional standards in OSH

- Body of Knowledge (BoK), Australia, 2009
- ENSHPO - EUSAPE project, Europe, 2010-12
- ISHCCO - Qualifications Framework, Global, 2017 - 19

Pam Pryor  Andrew Hale  Ralf Giercke  Reinhard Obermaier
OSH professional education standards: sources


• Body of Knowledge (BoK), Australia, 2009: https://www.ohsbok.org.au/

• ENSHPO - EUSAWE project, Europe, 2010-12: https://www.euroshm.org/

• Singapore Accord: https://www.inshpo.org/singapore-accord/singapore-accord

Professional standards in OSH: overcoming barriers - new barriers?

Overcoming barriers:
- Promoting OSH as a profession
- Comparing and harmonizing the role and education of OSH professionals across countries

New barriers:
- Differentiating between OSH professionals as key advisors and OSH practitioners as skilled implementers
- Having reasons to say, “you’re in and your’re out” by barriers to entry, a license, a certification (ASSE 2018)
2. Qualification frameworks in education

- European Qualifications Framework (EQF), Europe, 2008-17

- International Standard Classification of Education (ISCED), Global, 2011

- Australian Qualifications Framework (AQF)
- New Zealand Qualifications Framework (NZQF)
- Hong Kong Qualifications Framework (HKQF)
- African Continental Qualifications Framework (ACQF)
3. Standards challenges

- Increasing complexity, disruptive changes, uncertainty and ambiguity – globally
- Traditional approaches to standardization are no longer sufficient in themselves and require re-thinking
  - focusing on processes rather than outcomes
  - more goals than measures
  - holistic versus instrumentalistic approach
  - less vertically, more horizontally
  - adopting different approaches, involving a wider range of stakeholders
  - relating to the UN-SDGs, especially 8, 3 and 4

4. Standards and quality of education

Standards and quality of education - a problematic relationship

- No equation of standard with quality
- Standards must be achieved - standards cannot reflect the actual learning process
- Qualities are translated into quantities

Swuste et al. 2021, Quality assessment of postgraduate safety education programs, current developments with examples of the (post)graduate safety courses in Europe: https://trepo.tuni.fi/handle/10024/132848
Swuste, van Dijk 2018, Evaluation of quality of academic safety, health and environment education, ENETOSH Factsheet No 4: www.enetosh.net
5. Standard for implementing physical activity in schools

Prevention of MSDs by promoting physical activities in schools

- **Cause:**
  - 30% of students complain of MSDs (EU-OSHA 2021)
  - 95% of teachers complain of MSDs (Taylor 2020)
- **Concept:** Life-course approach
- **WHO standard (2013, 2020)**

5- to 17-year-old children and adolescents should:
- engage in a weekly average of at least 60 minutes of moderate- to high-intensity, usually aerobic, exercise per day,
- include intensive aerobic activities and activities that strengthen the muscles and bones at least three days a week,
- limit the time they spend sitting down, especially time they spend in front of screens in their free time.
Gap between the ideal standard and reality

- not even one in five young people in Europe and Canada meets the WHO standard
- since 2014, the values have sunk in around one third of the countries
- around the globe, 81% of adolescents between the ages of 11 and 17 are not physically active to a sufficient degree


Barriers for implementing physical activities in schools

• The school system and each individual school are complex: No "one size fits all”

• Change in schools is difficult to achieve: “Schools change slower than churches" (Michael Fullan)

• Schools have an educational mandate, not a health mandate

• Lack of a long-term strategic approach to integrate physical activity into the whole school

6. Successful approaches to overcome the barriers

• Health promotion and prevention become an **integral part of the school** development process and culture
• Physical activity is treated as an **educational rather than a health issue**
• Physical activity is seen as a **prerequisite for better learning and mental health**

➢ **School-based concepts** of health promotion and prevention of MSDs

Appropriate approaches are in place
• "**Good Healthy School**" approach, propagated e.g., by ENETOSH: [www.enetosh.net](http://www.enetosh.net)
• The "**Health Promoting School**" approach of the "Schools for Health in Europe" (SHE) network foundation: [https://www.schoolsforhealth.org/](https://www.schoolsforhealth.org/)

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Heinz Hundeloh  
Anette Schulz
Six principles to overcome the barriers

Strategies to promote good physical health in education

June 23, 2022
9:00 – 13:00, Online
Thank you!

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Your questions please ...